



Meeting Minutes

Central Office Boardroom, Sherwood Park

April 3, 2019

7 p.m.

In Attendance:

Chair: Jacquie Surgenor, Salisbury Composite High & Sherwood Heights Junior High

Vice-Chair: Krista Scott, Bev Facey Community High & Fultonvale Elementary Junior High

Secretary: Lesley Bowman, Pine Street Elementary

Ginger Hassett-Koza, Fultonvale Elementary Junior High
Devon Marshall, Strathcona Christian Academy Elementary
Robyn Michaelchuk, Fort Saskatchewan Elementary
Kristine Rietveld, Fort Saskatchewan Christian

School Council Members

Ken Allan, A.L. Horton Elementary
Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High
Michelle Beck, Wye Elementary
Aaron Box, Strathcona Christian Academy Secondary
Curtis Christopher, École Campbelltown
Nadine Fricke, James Mowat Elementary
JP Grebenc, Ardrossan Elementary & Ardrossan Junior Senior High

Board and EIPS

Vice-Chair: Heather Wall
Trustee: Annette Hubick
Trustee: Don Irwin
Trustee: Jim Seutter

Superintendent: Mark Liguori
Associate Superintendent: Sandra Stoddard
ATA President: Deneen Zielke
Communications: Corrie Fletcher Naylor

Welcome

Jacquie Surgenor, the COSC chair, called the meeting to order at 6:57p.m.

Additions to the Agenda

Jacquie Surgenor asked if there were any additions to the April 3, 2019 agenda.

- No amendments were made to the agenda.

Motion: To accept the **April 3, 2019** agenda as circulated.

Moved: **Nadine Fricke**

Seconded: **Michelle Beck**

Motion Carried

Approval of the March 6, 2019 Minutes

Jacquie Surgenor asked if there were any changes to the minutes from the **March 6, 2019** meeting.

- No changes were made.

Motion: To accept the **March 6, 2019** minutes as is.

Moved: **Ginger Hassett-Koza**

Seconded: **Aaron Box**

Motion Carried

School Council Sharing – presented by Jacquie Surgenor, COSC Chair and Krista Scott, COSC Vice-Chair

How to develop a school council education plan:

- Start by asking your school administration what your school council can do to support the school's education plan.
 - Administration should share the school's education plan at the beginning of the year, if not, ask.
 - Next, you can determine if it's practical for your council to support those goals.
 - A school council can schedule brainstorming over two meetings and generate a plan by the third meeting.
 - It's an excellent starting point to develop agendas for the year.
 - Krista Scott has a [template for a school council education plan](#).
- Having a school council education plan creates checks and balances for the group.
 - It tracks the initiatives the school council undertook, when they began and ended and a method to determine successes and challenges.
- While there are always emergent issues for the school council, having a school council education plan helps bring the focus back to the purpose of the council.
- The group shared ideas around how school councils can support the priorities listed within Elk Island Public Schools (EIPS) Four-Year Education Plan.
 - Priority 1: Promote growth and success for all students
 - wee read
 - special presentation—educational broader school perspective
 - musical performance presentations
 - activity or sports bins for outside
 - volunteering in the classroom for literacy or numeracy
 - recess buckets
 - division consultants help parents understand math curriculum
 - parent math videos
 - parent literacy videos
 - parent volunteers during lunch
 - Priority 2: Enhance high-quality learning and working environments
 - encourage staff to come to council meetings
 - attend results review
 - accountability survey being present at council meeting
 - staff appreciation
 - breakfast program
 - snack program
 - spirit gear
 - ask teachers what they would like to see in their classroom
 - create a set of volunteer guidelines
 - new parent orientation
 - parent ambassador program for new children--such as what to expect and parent rules.
 - Priority 3: Enhance public education through effective engagement, partnerships, and communication
 - saffron presentation

- digital citizenship program—social media
- updating bylaws and operating procedures
- connect with our community—create partnerships
- how do we start even before school starts
- presentations on community resources at council meetings
- *Saffron Cyber Second*
- host events that bring people into the school—align fundraisers to this philosophy
- school trustee presence at meetings
- school council presentations at orientation nights
- presence at school events such as parent-teacher interviews and Christmas concert
- making council more inclusive
- meet them where they are--not everyone comes to meetings so engage outside of meetings
- communication plans to involve parents—share the good work
- school newsletter articles
- parent-professional database

Board Report – presented by Heather Wall, Vice-Chair, EIPS

Heather Wall, the Vice-Chair of EIPS, presented the Board Report on behalf of Board Chair Trina Boymook. Highlights include:

- At the March 14 Board meeting:
 - The Board approved the new name of the replacement school being build in the Heritage Hills area of Sherwood Park. The name chosen: Heritage Hills Elementary. The name was also the community’s top pick, which was determined through a recent naming survey.
 - The Board approved the EIPS Three-Year Capital Plan.
 - The Board approved amendments to policies 7, 18 and 20.
- The Board has created a resource for EIPS families who want to raise awareness about the importance of public education during the provincial election entitled, “[Power of Well-Funded Education.](#)”
- All trustees are attending the candidate forums happening within the region—the first one takes place in Fort Saskatchewan tonight.
- The Board is working on a Board policy about the use of cellphone use in school. It’s currently reviewing results from the student survey, which was conducted in March. Results from the EIPS Parent Survey are expected in May.
- The province has extended the deadline for school boards to finalize their 2019-20 budgets, which is the end of June.
- April 7-13 is National Volunteer Week: Trustees thanked all school council members for being volunteers. They then handed individual gifts out to attendees as a token of appreciation.

ATA Report – presented by Deneen Zielke, President, Alberta Teachers’ Association Local No. 28

Deneen Zielke presented the Alberta Teachers’ Association (ATA) Report. Highlights include:

- Teachers have elected a new provincial ATA President. Jason Shilling takes over in July.

- Central table bargaining has resulted in a recommendation for a mediator for both parties. Teachers are voting on it this week.
- The Local is continuing its effort to make education an election issue and to encourage everyone to vote.
- On April 11-12, Local executives are attending the ATA's 2019 Diversity Equity and Human Rights conference.
- Later this month, the Local is holding its annual general meeting, which will include elections for executive members, assigning members for committees and finalizing the annual budget.

For Information

a) *Saffron Cyber Second* – presented by Jacquie Surgenor, COSC Chair

- April's [Saffron Cyber Second](#) is posted online. Surgenor will also post it to the Facebook group.

b) 2019 ASCA Conference and AGM – presented by Jacquie Surgenor, COSC Chair

- Make sure to submit the [ASCA Register Form](#) to attend the conference by April 5, 2019.
- Pre-voting was successful.
- Those planning to attend the ASCA annual general meeting need to fill out and sign a Credential Form prior to the meeting.

c) 2019 ASCA Proxy Voting – presented by Jacquie Surgenor, COSC Chair

- Proxy forms must be submitted a week in advance for the administration to confirm the proxies.
- Corrie Fletcher will send a reminder and the proxy form in the followup email.

d) ASCA Political Engagement Information – presented by Jacquie Surgenor, COSC Chair

- ASCA's website includes a page with information about:
 - rules for engaging candidates;
 - resources for school councils about how to interact and converse with candidates;
 - ways to make education a front-line issue.
- Education is a popular election discussion topic, which is great. The goal is for it to remain an important election topic.
 - If you ask a candidate a question, who doesn't have an answer, make sure to ask them when you can followup for an answer.
- Reach out to Surgenor or Scott if you have any other questions or concerns.

New Business

a) The New Alberta Education Curriculum and What it Means to Families – Presented by Mark Ligouri, Superintendent and Sandra Stoddard, Associate Superintendent

- Alberta needs an overhaul of the curriculum; some parts are more than 30-years old.
 - There has been an unfortunate politicization of the curriculum.
 - The new curriculum will likely be implemented, regardless of the outcome of the election.
 - The implementation is the most important part.
 - The curriculum is brand new in six K-4 subject areas.

- History of the curriculum update
 - In the early 2000s, there was a conceptualization of the Progressive Conservative government to engage parents, students and teachers and gather input to produce a new curriculum.
 - In 2011, Premier Hancock began consultations to conceptualize what an educated Albertan should look like in the 21st century—engaged, ethical and entrepreneurial.
 - The extensive consultations produced a strategy called Inspiring Education and resulted in a Ministerial Order on Student Learning in 2014.
 - The NDP government essentially re-branded the program—it’s a good curriculum.
 - Unless the Ministerial Order is repealed, the new curriculum will go ahead.
- Current curriculum
 - Based on knowledge, skills and attitudes.
 - It features a two-dimensional design of content and specific strategies and skills students perform.
 - It focuses on knowing facts, dates and memorization with little focus on conceptual learning.
- Why shift?
 - The existing curriculum is between eight- and 35-years old.
 - New information on what children need to know in the age of the internet; they need to think at a higher level, to discern and distil information.
 - Interdisciplinary connections create a richer learning environment.
 - Centred on higher-level thinking and concept application.
 - Allows for flexible, individualized learning and adapting the content to move with student interest.
 - Today’s students will have jobs that don’t exist yet—we need to reconceptualize what success and employment will look like.
- Concept-based curriculum
 - A shift in the curriculum from knowledge to understanding.
 - Memorization versus understanding—understanding only comes about after you apply, analyze and synthesize knowledge.
 - Outcomes have a higher-level of understanding.
- Implementation
 - EIPS is working hard to create a framework for implementation by bringing in experts and planning professional learning to keep administrators and teachers on the same page.
 - Teaching the new curriculum with old pedagogy won’t work.
 - Teachers will collaboratively design units using guiding questions that build on essential understandings and continue thematically from kindergarten to Grade 12.
 - Understanding what the learning outcomes are, what needs to be assessed and what the assessments look like.
 - Shifting from conceptual and procedural knowledge to competencies with literacy and numeracy embedded in all subject areas.
 - Also, francophone perspectives and First Nation, Métis and Inuit and francophone perspectives are woven within the curriculum.
- Capacity and readiness
 - The Board had the foresight to allocate funding to the new curriculum implementation.
 - The 2019-20 school year will serve as the planning year with a focus on unit design and implementation preparation. The goal: create a common understanding, language and process, common units and assessment tools.

- We have great teachers, leaders and a strong, collaborative plan.
 - Supported lesson plans will require ongoing support and guidance from EIPS Central Services.
 - January to August preparation will include:
 - professional learning for kindergarten to Grade 4 teachers;
 - professional learning for principals and assistant principals;
 - Sandra Herbst, an author, speaker, coach, consultant and educator, will continue to support assessment development; and
 - ongoing dialogue through leadership meetings to bring information back to schools.
 - In the 2020-21 school year, implementation will begin for all kindergarten to Grade 4 classes.
 - Ongoing dialogue and review will assist EIPS Central Services, schools, administration and teachers to make adjustments as necessary and to provide additional supports.
 - The Division will apply the same planning and implementation framework to the grades 5 to 9 curriculum beginning in the 2020-21 school year. Then the grades 10 to 12 curriculum in the 2022-23 school year, with full implementation from kindergarten to Grade 12 by 2024.
 - EIPS Administration will continue to assess what works and what doesn't for each implementation.
- Provincial implementation plan
 - Alberta Education isn't following the plan they laid out for implementation.
 - There should be a pilot project next year—information is being released in June. The late date doesn't leave enough time to complete the work, which is why EIPS is going ahead with its own implementation plan.
 - EIPS staff are also helping with Alberta Education's implementation team.
- Stoddard is supporting the elementary level. Ligouri is supporting the secondary level.
 - The plan makes sense in the supervision of the plan.
 - The main focus is the curriculum and making sure the pedagogical change is foremost—supporting teachers to adapt to the new curriculum and modify their pedagogy.
- Questions and Comments:
 - Information sessions and balancing interests.
 - There were two or three input information sessions.
 - No discussion in the media about consultations—politicization of the curriculum. However there was unprecedented input.
 - It was challenging to balance so many interests.
 - It's the first time for a complete curriculum overhaul in all subject areas at once.
 - Where is the funding for teachers to implement this?
 - EIPS had to realign resources, the priority is to properly support the implementation of the new curriculum.
 - There is no additional funding from Alberta Education.
 - What will assessment look like?
 - Developing teaching units at the same time as the assessments to ensure they match up and truly represent learner outcomes.
 - Resources continue to be allocated to lead teachers and school administration to build capacity.
 - Will there be any supports for long-term substitutes?
 - Not addressed yet, thank you for bringing it up.

- Will this implementation function like an imposed teaching philosophy?
 - No, the focus is building capacity while maintaining teacher autonomy and valuing teacher expertise.
- Parent representatives are pleased to see the work going into the implementation.
 - Disheartened by the lack of funding for implementation, but with the understanding there is only one bucket of money and funding this comes at a cost of something else.
 - Hope to see parent support throughout the implementation—how can we support our students and teachers through this change?
 - Math or literacy consultants would be helpful to parents.
 - Help in understanding assessments and the new pedagogy would be helpful and also beneficial in stopping the spread of misinformation about the curriculum.
- Does this curriculum account for different capacities at different ages and abilities?
 - Yes, it's a broad and adaptive curriculum and the approach builds through multiple entry points. Students can take their learning where they want because of the differentiation in unit design.
- How is this going to change high school funding and Credit Enrolment Units funding?
 - Not sure yet. Likely another push toward a provincewide High School Redesign model.

Meeting adjourned at 9:04 p.m.

The next COSC meeting:

Date: Wednesday, May 1, 2019

Time: 7 p.m. to 9 p.m.

Location: Boardroom at EIPS Central Services in Sherwood Park